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ABSTRACT

This handbook is offered as a guide and resource for Adult Basic Education (ABE) curriculum development in the area of adult competencies and coping skills. It addresses sixty-five Adult Performance Level (APL) objectives identified in a previous study. Following a brief introduction, steps for organizing the curriculum begin in section 2 with identifying and dividing staff responsibilities. The functions of selecting, organizing, and validating competencies are examined in section 3; selection of APL objectives and a skills matrix are proposed as an organizational approach. In the fourth section, eight checklist questions are provided for writing instructional materials. Section 5 suggests (1) two types of curriculum evaluation be performed (formative and summative) and (2) four types of measures be considered (attitude questionnaire and criterion referenced tests for students and curriculum strengths and weaknesses questionnaire and curriculum utilization checklist for teachers). In section 7 orientation and feedback are discussed in relation to teacher training and evaluation. In section 8 typical expense categories are presented. Appendixes contain APL objectives (for consumer economics, occupational knowledge, community resources, government and law, and health) and annotated lists of commercial materials, curriculum guides, and evaluation resources. Sample student and teacher questionnaires are also included. (CSS)

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ED158014

HOW TO DEVELOP AND EVALUATE AN ADULT COMPETENCY CURRICULUM

by

Penny A. Sebring

Special 309 Demonstration Project

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

As a result of the 1971 APL study, a great deal of interest and effort has been devoted to developing Adult Basic Education programs and curricula that address the needs for those people who were found to be functionally incompetent in the skills necessary for survival in modern society. Not only publishers, but state program directors, local school districts, and adult education centers have become involved in modifying existing curricula or developing new curricula to address the 65 APL objectives. Because of this activity, this brief handbook is offered as a guide and a resource for curriculum development in the area of adult competencies and coping skills. For the teacher, administrator, curriculum developer or whoever embarks on creating instructional materials, it a beginning point.

Whether the curriculum development project is grand or small, there are certain basic steps and processes that are the same. Nevertheless, the suggestions contained in this booklet should be applied to individual conditions judiciously. Each curriculum development project has its unique requirements, calendar time, and funding. These factors no doubt will dictate to some extent how things get done.

In addition to outlining steps and important considerations, for curriculum development, this booklet contains an annotated set of resources that would be useful in developing curricula for adult competencies. The list is an indication of the work that is being done throughout the United States; bringing these resources to the attention of adult educators will perhaps eliminate the need to continually reinvent the wheel.

Curriculum is viewed here as an organized set of educational goals and learning experiences designed in such a way as to afford evaluation of learner outcomes. In the case of adult competency education, designing the curriculum involves specifying competencies, providing learning experiences to attain those competencies, and evaluating the results both in terms of learner progress and the overall worth of the program.

This guide has been prepared on the basis of the experience in developing and evaluating the IN CARE OF series, the competency-based health curriculum for ABE students.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education and/or the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

Getting Organized

Prior to the actual work on a curriculum development project, it is necessary to identify and divide responsibilities among the staff. There are six major functions to be performed:

1. Specify competencies and objectives
2. Develop instructional materials
3. Develop audio-visual components
4. Review of competencies and instructional materials by content and/or curriculum specialists
5. Review of competencies and instructional materials by potential users
6. Evaluate the curriculum

For small projects several functions can be carried out by one or two people. Larger projects may require several persons for each function. Regardless of the size of the project, however, provision should be made for work to be done in each of these areas.

The curriculum writers have the main task specifying competencies and producing the curriculum. They work closely with the audio-visual team, the content specialists, and the group of potential users that review the materials.

The audio-visual team must have a clear understanding of the objectives and competencies as well as the role of the audio-visual component in achieving those objectives. Audio-visual materials can be used to motivate students or to help clarify the instructional presentation. It is important to determine in advance the exact role of the audio-visual component.

Content specialists are needed to review information for accuracy. Even though the curriculum writers may be knowledgeable of the content, it is worthwhile to get judgments of other specialists. Most fields of study contain controversies and contradictions; by seeking expert advice, informed and balanced decisions can be made about what approach to use.

An advisory council or committee of potential users of the curriculum should be formed to provide important feedback to the curriculum writers. In the case of ABE materials, this group might consist of ABE teachers, ABE students, and ABE administrators. This group evaluates the curriculum in terms of its utilization in the learning situation. They can respond to questions such as these: Can students understand the curriculum? Is it interesting? Can it be used by a teacher without extensive preparation time? Are the competencies clear? Are the materials patronizing?

Finally, the evaluation team designs the evaluation. They begin with the objectives and competencies; they determine in conjunction with the entire staff what questions are to be answered by the evaluation. Then they select or develop appropriate instruments for evaluation, determine when these should be administered, and carry out all the work related to evaluation.

Whether the curriculum requires 20 people or two people, close and frequent communication among the staff is essential. The coordination of all these functions must occur in order to make the most efficient use of staff time and money. For example, the pilot testing cannot really take place until revisions are made on the basis of the review by content specialists and the user advisory committee. Likewise, pilot testing cannot take place until tests and questionnaires have been determined and the overall design of the evaluation has been resolved.

All of this means that frequent meetings or periodic reports are necessary to insure that all efforts are coordinated. The design on page 6 shows the way one curriculum project was organized. Again, it is important to remember that, whether or not there is a large staff, the same functions must be carried out. Determining the sequence of tasks clarifies roles and helps to establish deadlines.

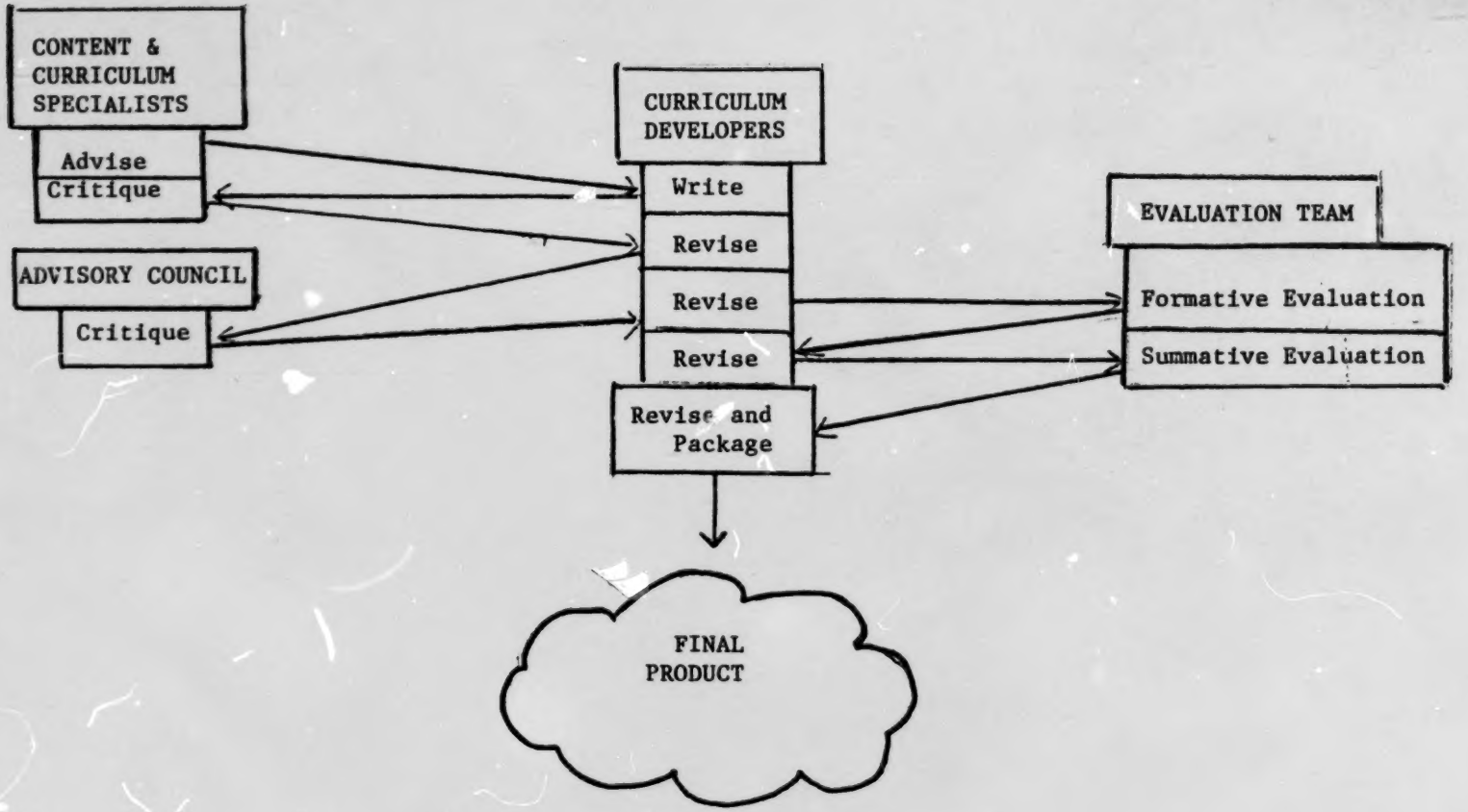
CONTENT & CURRICULUM SPECIALISTS
Advise
Critique
ADVISORY COUNCIL
Critique
CURRICULUM DEVELOPERS
Write
Revise
Revise
Revise
Revise and Package
EVALUATION TEAM
Formative Evaluation
Summative Evaluation
FINAL PRODUCT

Fig. 1

Selecting and Organizing Competencies

Before selecting and identifying competencies, it is important to define the term "competency." Competence has been defined as the knowledge, skills, and attitudes needed to carry out properly an activity important to one's success as a functioning individual in one's personal or occupational life. In the original APL study the goal statements were a "description of the capability which the functionally competent adult should possess..." Using the term competency in this way leads to a broad interpretation of competency. Accordingly, the statement of competence would be the general goal stated in terms of a capability, and behavioral objectives would be designed to reach the competency.

In some cases, however, the competency statements are more narrowly constructed and similar to behavioral objectives. The recently developed IN CARE OF series follows this format. Whatever labeling system is adopted, however, there should be agreement on the definition of terms and the way the competencies and objectives are to be organized.

The APL objectives provide the starting point for the selection of competencies and objectives. You will find these listed for all five knowledge areas in Appendix A. Which objectives are chosen will depend on the purpose of the curriculum, the needs of the students, and the available resources and personnel.

The organization that is most consistent with the functional competencies is the APL construct itself. In the example shown below, the construct is a knowledge-by-skills matrix. Knowledge areas are shown across the top, and skills are listed down the left-hand side. This type of matrix can be used as a table of specifications for selecting the types and proportions of objectives or competencies. In addition, it can be used to determine the number and percentage of items on a test that are needed to test each competency or objective of the curriculum.

	Consumer Economics	Occupational Knowledge	Health	Government and Law	Community Resources	
Reading	A. (10%)	(10%)	(5%)	(5%)	(5%)	35%
Writing	(10%)	B. (10%)	(5%)	(5%)	(5%)	35%
Speaking Listening		(5%)	C.			5%
Problem Solving			(5%)	D.	(5%)	10%
Inter-personal Relations		(5%)	(5%)		E.	10%
Computation	(5%)			F.		5%
	25%	30%	20%	10%	15%	100%

To illustrate the use of the matrix for organizing competencies, letters have been placed in certain cells to correspond with the competencies listed below:

A. The adult learner reads and identifies correctly a precompiled list of vocabulary words dealing with money management.

B. The adult learner writes out a list of sources which may lead to employment opportunities.

C. The adult learner discusses with the teacher of the class the importance of knowing first aid information.

D. Given the description of a legal problem, the adult learner decides if it is a civil or criminal matter and determines the appropriate steps to take in solving it.

E. The adult learner familiarizes himself or herself with available services by visiting a community agency.

F. Given specific information, the adult learner calculates and compares prices of legal services.

Numbers in parentheses in the table of specifications indicate the percentage of competencies that could be placed in each cell. If there were 100 competencies, 10 would be reading and consumer economics, 10 would be reading and occupational knowledge, five would be reading and health, and so forth. The table of specifications simply provides a method for distributing either objectives or test items or both in a way that is consistent with priorities.

The table of specifications can be tailored to the curriculum being developed. In the area of health, for example, there are 13 general objectives. These objectives could appear across the top of the table with the skills down the left. Objectives and competencies then could be determined to fill each cell. The next step would be to determine the proportion of objectives in each cell and then use that to guide the number of items needed for a criterion-referenced test.

Other approaches also have been used. The Adult Performance Level Scope and Sequence Charts developed by the University of Texas begin with an APL objective and then proceed to the delineation of intermediate objectives. From the intermediate objectives, enabling objectives are determined and charted to indicate the various skills that are utilized in conjunction with reaching each objective. See Appendix B for a more thorough listing of the curriculum guides and their characteristics.

Yet another method of organization was chosen by Auburn University in the Adult Competency Instructional Guide. In this guide each APL objective is presented; then a series of tasks are identified, which, if carried out, would allow the student to reach the objective. Each task is then broken down into instructor activities, learner activities, and resources.

Regardless of the format to be used, the selection of competencies is crucial because it guides the selection or development of teaching materials which will be used ultimately by students. In addition, the selection of competencies and objectives will guide evaluation procedures.

After the competencies and objectives have been specified, it is important to have them validated by all relevant parties. The advisory council of users, the content specialists, the audio-visual specialists, and the evaluators might all review the competencies and suggest changes, each group from its own perspective. This careful and comprehensive review of objectives and competencies helps to clarify and reaffirm the goals of the project. In addition, this validation process serves to identify potential problem areas such as the feasibility of using the curriculum in the classroom, controversies that may surround a certain subject, potential evaluation problems, and so forth.

Writing The Instructional Materials

During the competency determination phase, resources can be collected and organized to aid the writing process. This should be done far enough in advance to allow for mailing time. Once the research is carried out, the actual writing begins.

When preparing instructional materials that will be used by adult basic education students, it is essential that every effort be made to assure that the written and visual appearance is as appealing as possible. Because of past failures in the educational system, the adult student often needs encouragement and support. If the reading and exercises appear too difficult, he or she may be discouraged from the outset.

The following questions can serve as a checklist for instructional materials:

1. Are the learning materials and evaluation methods directly related to the competencies?
2. Is the information accurate and up-to-date?
3. Does the learner build knowledge as well as skills?
4. Is the reading level appropriate for the adult learner? (The Fry readability test can be used to determine the reading level.)
5. Does the curriculum package provide for motivation?
6. Is there opportunity for the adult student to use and practice the knowledge and skills that are being learned?
7. Does the learner receive periodic feedback about his or her progress?
8. Are the written materials visually appealing? Is there adequate white space and attractive layout of illustrations?

One additional concern is that the curriculum should be flexible. Because of the variety of teaching styles and environments that characterize adult education, it is important that the curriculum can be used in an individualized program, a classroom, a home visitation program, or any other variation of adult education setting.

Evaluating the Curriculum

Two types of evaluation should be performed. While the curriculum is being developed, formative evaluation is used to provide feedback to the writers at a point when they can still make revisions. This might take the form of pilot testing one unit as a prototype. After formative evaluation of one unit, the rest of the units can be developed incorporating criticisms and suggestions made on the pilot unit.

Summative evaluation generally occurs after desired revisions have been made and after it has been determined that the curriculum is ready for classroom use. Summative evaluation takes place closer to the end of the project. The findings can be used to decide what further modifications can be made, but more importantly, summative evaluation indicates the overall worth of the project and whether it should be continued and expanded. The summative evaluation design is more carefully controlled, more formalized, and involves larger numbers of students.

In designing the evaluation, there are basically four types of measures that should be considered. The first is an attitude questionnaire designed to identify any positive or negative reactions the students may have toward the materials. Secondly, the teacher should complete a questionnaire that indicates the perceived strengths and weaknesses of the curriculum. Both questionnaires should allow the respondents to indicate the relative merits of each aspect of the curriculum. For example, students should be able to show that they liked the content but did not like the learning exercises; or perhaps they might favor the use of vocabulary words but find the reading level too difficult. Examples of both a student questionnaire and a teacher questionnaire are included in Appendix C.

The third measure is a checklist completed by the teacher that indicates the manner in which the curriculum was used. This is important to know since student reactions to the curriculum may be directly related to the way the teacher presents the materials.

Finally, criterion-referenced tests can be used prior to and following the implementation of the curriculum in order to determine achievement gains. Performance-based tests that ask students to fill out forms, make appointments, find appropriate agencies for various problems, and so forth also have gained more acceptance. The American College Testing Program now has APL tests available for all five knowledge areas. Information regarding the reliability and validity of these tests is available from ACTP. See Appendix C for more information.

Evaluation and measurement are exceedingly complex tasks. Therefore, it is essential that the evaluation staff have the necessary skills in statistics and measurement. An informal, sloppy attempt at evaluation will not provide adequate or reliable information. If the staff does not have this expertise, a consultant should be used to design the evaluation and choose or develop the proper measurement instruments.

The four kinds of measurement instruments presented here represent the bare minimum. There are numerous other methods of collecting data on the effect of a curriculum. Any expected effects above and beyond those measured by the four basic instruments warrant the use of one or more of these other methods. Attendance, for example, may be a positive or a negative indication of attitudes toward the curriculum. The number of books checked out of the library may show whether students are taking an interest in the curriculum. A follow-up study of graduates of the program can help determine whether the curriculum was relevant and helpful to adult learners.

Teacher Training and Evaluation

The need for training teachers to use the new curriculum would depend on the nature of the teachers in a given program and the type of curriculum. Teachers who have taught adults would have little difficulty with most APL instructional materials being produced. The most that might be required would be a one-session orientation to acquaint teachers with the competencies, the organization of the curriculum, and so forth. Also, a reading list in the content area would be beneficial. Since ABE teachers have traditionally taught English and mathematics, teaching consumer economics, health, or community services may necessitate learning new information.

On the other hand, teachers who are new to adult education or have received little training in adult education would need further preparation. They would need instruction in the APL study and construct, the nature of the adult basic education student, and the knowledge areas.

By building evaluation into the curriculum, it is possible for the teacher to receive feedback on his or her performance. Data collected for the evaluation indirectly reflects on the teacher. In addition, a few questions could be added to the student questionnaire specifically to assess strengths and weaknesses of the teacher's style and methods.

Costs

It goes without saying that the projection for costs depends entirely on the size of the project. Listed below are the categories of expense that should be expected:

1. Staff time for curriculum writing, evaluation and audio-visual development
2. Secretarial staff
3. Resource persons or consultants in curriculum development, evaluation, or the content area
4. Supplies, such as paper, copy service, audio-visual materials, books, and other instructional materials
5. Travel
6. Postage
7. Telephone
8. Honoraria for teachers who try out materials

APPENDIX A: APL Objectives*

*From The ABC's in APL: An Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas, University of Texas at Austin.

CONSUMER ECONOMICS

Obj. 1: To build an oral and written consumer economics vocabulary.

Obj. 2: To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

Obj. 3: To understand the concept of sales and income tax.

Obj. 4: To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

Obj. 5a: To use catalogs to select goods and services.

Obj. 5b: To use consumer guides to select goods and services.

Obj. 6: To be aware of factors which affect costs of goods and services to determine the most economical places to shop.

Obj. 7: To be aware of the principles of comparison shopping and to be aware of the relationship of price and quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

Obj. 8: To know the various methods by which goods are packaged and to know which methods are most cost effective in terms of quality and storage.

Obj. 9: To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worth to the individual.

Obj. 10: To be aware of advertising practices, and to recognize appropriate and inappropriate forms for selling and advertising.

Obj. 11: To know how to order food and to tip in a restaurant.

Obj. 12: To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

Obj. 13: To determine housing needs and to know how to obtain housing and utilities based on those needs.

Obj. 14: To know how to buy and maintain a car economically.

Obj. 15: To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

OCCUPATIONAL KNOWLEDGE

Obj. 1: To build a working vocabulary related to the materials and situations of the occupational experience.

Obj. 2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

Obj. 3: To define occupational categories in terms of the education and job experience required and to know the minimum requirements of given occupations.

Obj. 4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

Obj. 5: To understand the differences among commercial employment agencies, government employment agencies, and private employers.

Obj. 6: To prepare for job applications and interviews.

Obj. 7: To know standards of behavior for various types of employment.

Obj. 8: To know attributes and skills which may lead to promotion.

Obj. 9: To know the financial and legal aspects of employment.

COMMUNITY RESOURCES

Obj. 1: To build an oral and written vocabulary pertaining to community resources.

Obj. 2-3: To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

Obj. 4: To understand how and when to apply for community services, such as Social Security or Medicare.

Obj. 5: To know various recreational services available in the community.

Obj. 6: To be able to utilize information services in the community.

Obj. 7: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

Obj. 8: To build an oral and written vocabulary of transportation terms, including car insurance terms.

Obj. 9: To be able to recognize and utilize signs related to transportation needs.

Obj. 10: To develop a familiarity with transportation schedules, and to calculate fares.

Obj. 11: To be able to find and utilize information facilities related to transportation.

Obj. 12: To learn the use of maps relating to travel needs.

Obj. 13: To recognize time zone boundaries and understand concept of daylight savings time.

Obj. 14: To request information on and make verbal and written travel and overnight accommodations/reservations.

Obj. 15: To conceptualize the relationship between transportation and public problems.

Obj. 16: To understand driving regulations including safety, courtesy, and rules such as driver's license, car license, etc.

GOVERNMENT AND LAW

Obj. 1: To develop a working vocabulary related to government and law.

Obj. 2-3: To develop an understanding of the structure and functioning of the federal government; to investigate the relationship between the individual citizen and the government.

Obj. 4: To understand the relationship between the individual and the legal system.

Obj. 5: To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

Obj. 6: To explore the relationship between government services and the American tax system.

HEALTH

Obj. 1: To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatments.

Obj. 2: To understand how basic safety measures can prevent accidents and injuries and to recognize potential hazards, especially as such hazards relate to home and occupational safety.

Obj. 3: To know medical and health services available in the community.

Obj. 4: To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

Obj. 5: To understand the importance of family planning, its physical, psychological, financial and religious implications, and to have knowledge of both effective and ineffective methods of birth control.

Obj. 6: To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with need and resources.

Obj. 7: To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease their transition from childhood and adulthood.

Obj. 8: To understand what contributes to good mental and physical health and to apply this understanding toward preventative care and health maintenance.

Obj. 9: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

Obj. 10: To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.

Obj. 11: To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.

Obj. 12: To understand what constitutes a proper diet and to plan meals according to individual needs and resources.

Obj. 13: To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

APPENDIX B: Commerical Materials and Curriculum Guides

COMMERICAL MATERIALS

AdvancE
Stayer R & L Center
Millersville State College
Millersville, Pennsylvania 17551

A Guide to Materials for Use from ABE Through GED As Tested at the IUI Adult Learning Center, Uniontown, Pennsylvania (1977)

An annotated list of commerical curriculum materials. It presents a summary of characteristics, cost, publisher, and address of publisher for each entry.

Information Collection, Evaluation, and Dissemination System
(ICEDS) Project
5350 University Avenue
San Diego, California 92105

Recommended Competency-Based APL-Type Teaching Materials for ABE/ESL Programs (1978)

This is a list of curriculum materials that have been reviewed and evaluated by three experienced teacher-judges. These materials were rated on professional preparation, ready availability, adaptability to APL-type objectives and repeated appearance on lists of recommended sources. Only highly rated teaching materials are included. Two lists are presented: one shows the APL objectives related to the materials, and the other indicates the author, publisher, address, reading level, exercises, tests, resources, and summary comments.

Education Document Reproduction Service
Box 190
Arlington, Virginia 22210

An Annotated Bibliography of Adult Basic Education Instructional Materials, ED 123 610 (1974)

Compiled by Eunice N. Askov and Joyce W. Lee, with an introduction by Dr. Lester Golub. Characteristics of the adult learner are outlined, followed by a four-phase, life-skills model for teaching communication and computation skills. The Bibliography includes ABE Materials for communication skills, English as a second language, computational skills, life coping skills, comprehensive systems for ABE, testing materials, and a list of publishers. Each entry shows the name of the product, the price, reading level, and a summary of characteristics. The final section of the Bibliography presents a list of teacher ratings of curriculum materials. Ratings of a

selected group of instructional materials were made on the basis of appearance, reading level, content, vocabulary, practice provided, presentation of concepts, visuals, teaching manual, etc.

CURRICULUM GUIDES

Dr. Harry Frank
Vocational and Adult Education Department
Auburn University
203 Petrie Hall
Auburn, Alabama 36830

Adult Competency Instructional Guide: Consumer Economics and Health (1974)

Adult Competency Instructional Guide: Occupational Knowledge, Community Resources, and Government (1974)

These guides incorporate a designator system to identify the objectives and tasks for each knowledge area. Then Instructor Activities, Learner Activities, and Resources are outlined for each task of each objective. Finally an extensive list of resources is provided for each knowledge area. Participants in workshops prepared these guides. Cost is $6 per volume.

Ms. Mary G. Turner, Assistant Superintendent
Public Schools of the District of Columbia
Office of Educational Programs and Services
Division of Adult and Continuing Education
Presidential Building
415 12th Street, N.W.
Washington, D.C. 20004

Adult Competency Education Instructional Module in Consumer Economics

This guide grew out of a practicum offered by the University of the District of Columbia to train teachers, counselors, and supervisory personnel in the creation of an instructional module for competency-based adult education. Curriculum modules were developed for the following topics: Budgeting, Senior Citizens, Housing, Frauds and Deceptions, Insurance, Banking Services, Credit Purchasing and Credit Cards, Taxes, Advertising Metric, and Government Services for Consumers Modules contain objectives, subject matter, teacher-learner activities, resource materials, evaluation activities, and identification of the basic skills incorporated in each module.

Nobora Higa, Program Specialist
Adult Basic Education
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Staff Development Project to Develop ABE Guidelines and Lesson Plans Using APL Criteria (1975)

These lesson plans were developed by teachers as part of a staff development program. They are geared particularly to the ESL student. General prerequisites are set forth which students must attain before tackling the lesson plans. One to three lesson plans have been developed in the following areas: Transportation, Government and Law, Occupational Knowledge, Consumer Economics, Health, and Community Resources. Lesson plans include general objectives, specific objectives, content, activities, and evaluation. In addition, pre-post inventories and handouts for specific activities are also provided.

John Tibbits and Dorothy Westby-Gibson
Professors of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Project Summary and Selected Curriculum Modules (1976)

Staff development is related to designing competency-based curriculum modules, and the procedure for designing modules and evaluating them is specified. Twenty modules in Health, Consumer Economics, Government and Law, and Occupational Knowledge make up most of the guide. Each module includes objectives, content, teaching-learning strategies, resources, and evidence of evaluation. Cost is $4.

Paul V. Delker, Director
Division of Adult Education
U.S. Office of Education, DHEW
7th & D Streets, S.W., Room 5076
Washington, D.C. 20202

Adult Competency Education Resources (1977)

This description of resources for Adult Performance Level and Adult Competency Education programs has been developed to provide information for adult education administrators and program developers.

Twenty-one current resources are described; the name of the resource, the contact person, the users, and the cost is included for each item. Both commercial and non-commercial resources are listed.

AdvancE
Stayer Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

The Adult Performance Level Scope and Sequence Charts (1976)

Developed by the APL Project, Division of Extension, University of Texas, the scope and sequence charts set forth intermediate objectives to reach APL objectives. Enabling objectives are then identified to meet the intermediate objectives. The mapping process indicates also how basic skills are addressed by each enabling objective.

Curriculum Research and Development Center
University of Rhode Island
Kingston, Rhode Island 02881

A Curriculum Guide for Adult Educators based on the Adult Performance Level Study (1976)

This guide organizes activities under each APL objective and lists free or inexpensive pamphlets as well as relevant commercial curriculum materials. The reading level, cost, and names and addresses of publishers are provided. Skills and behavioral objectives are also identified for each APL objective.

Jack McConnell, Director
Office of Marketing
Northwest Regional Educational Lab
710 S.W. Second Avenue
Portland, Oregon 97204

The Competency Based Education Sourcebook

Provides information for curriculum planners, administrators and teachers for implementing competency based education programs. It is an annotated list of resources, categorized by 1) identifying instructional outcomes, 2) measuring outcome attainments, 3) promoting instructional outcomes, and managing program operation. Five-hundred pages, $22.50.

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Life Skill Series: The Dynamics of Life Skills Coaching (1971)

Written by P.R. Curtiss and P.W. Warren, Saskatchewan New Start, Inc., Prince Albert, Saskatchewan. Two-hundred sixty-one pages. ED 087 852.

APPENDIX C: Evaluation Resources

Director, APL Program
The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

Adult APL Survey

High School APL Survey

Content Area Measures
- Community Resources
- Occupational Knowledge
- Consumer Economics
- Health
- Government and Law

These instruments have been developed to measure the APL objectives; specimen sets are available, ranging from $1.50 to $2.75 apiece.

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Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

The Annotated Bibliography on Applied Performance Testing

References Related to Applied Performance Testing

Annotated Bibliography on Minimum Competency Testing (1978)

The first source lists and describes the collection of disseminable materials in the Clearinghouse library. It includes information about tests designed to measure performance in actual or simulated settings. The second source contains citations of papers, journal articles and other documents that are available through academic libraries or may be requested from the author or publisher. These documents are sent free of charge to those who request them. Clearinghouse library materials are available at a cost of ten cents per page.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Issues and Procedures in the Development of Criterion Referenced Tests, TM Report 26 (1973)

This document offers general information concerning the steps involved in the development of CRT's. In a separate section of the paper, characteristics of nine selected CRT systems are reviewed.

Educational Testing Service
Princeton, New Jersey 08540

Developing Criterion-Referenced Tests (1970)

TM Reports, No. 1, by R. Jackson.

Holt, Rinehart and Winston
New York, New York

"Issues and Procedures in the Development of Criterion-Referenced Tests," in Readings in Measurement and Evaluation in Education and Psychology, edited by W.A. Mehrens (1976)

Written by S.P. Klein and J.B. Kosecoff, pages 276-293.

McCutchan Publishing Co.
Berkeley, California

"Criterion-Referenced Measurement," in Evaluation in Education: Current Practices, edited by W.J. Popham (1974)

Written by J. Millman, Chapter Six.

Educational Technology Publications
Englewood Cliffs, New Jersey

"Indices of Adequacy for Criterion-Referenced Test Items," in Criterion-Referenced Measurement: An Introduction, edited by W.J. Popham (1971).

Written by W.J.Popham, pages 79-98

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"A Consumer's Guide to Criterion-Referenced Test Item Statistics" (1978)

Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada, March 1978.

STUDENT QUESTIONNAIRE

WE ARE INTERESTED IN GETTING YOUR FEELINGS ABOUT THE CHAPTERS THAT YOU HAVE JUST FINISHED. YOUR ANSWERS WILL HELP US IN REWRITING THE MATERIALS SO THAT THEY WILL BE MORE USEFUL TO A.B.E. STUDENTS AND TEACHERS. THE ITEMS CAN BE ANSWERED BY CIRCLING THE ANSWER WHICH MOST CLOSELY SHOWS HOW YOU FEEL. YOU MAY ADD ANY OTHER COMMENTS YOU LIKE. THANK YOU.

1. Do you think that the things you learned from these chapters are useful to know?

   YES, VERY USEFUL SOMEWHAT USEFUL NO, NOT VERY USEFUL

2. Could you have used what you learned from these chapters at any time in the past?

   YES, VERY OFTEN YES, A FEW TIMES YES, AT LEAST ONCE NO, NOT EVER

3. Did the people in the exercises seem like people that you know?

   YES, VERY MUCH A LITTLE NO, NOT AT ALL

4. Did the chapters cover too many things or too few?

   TOO MANY ABOUT RIGHT TOO FEW

5. Was the material too detailed or not detailed enough?

   TOO DETAILED ABOUT RIGHT NOT DETAILED ENOUGH

6. Did you understand what was being said as you read the chapters?

   YES, ALWAYS YES, MOST OF THE TIME SOME OF THE TIME NO, NOT MOST OF THE TIME NO, NEVER

7. Did you get enough chances to practice what you learned by doing the written exercises and other activities?

   YES NO

8. Were the written exercises too easy or too hard?

   TOO EASY ABOUT RIGHT TOO HARD

STUDENT QUESTIONNAIRE-continued

9. Did doing the exercises and activities help you learn the material?

YES, A LOT	A LITTLE	NO, NOT AT ALL

10. Did the directions for the exercises tell you clearly what to do?

YES, VERY CLEAR	FAIRLY CLEAR	NO, VERY UNCLEAR

11. Were there enough pictures to make the reading clear?

MORE THAN ENOUGH	ABOUT THE RIGHT NUMBER	TOO FEW

12. Overall, how would you rate these chapters?

VERY GOOD GOOD O.K. BAD VERY BAD

13. Are there any things that were not covered in the chapters that you think should have been? What?_____

_____

14. Do you have any other comments about the chapters?

TEACHER QUESTIONNAIRE

WE ARE INTERESTED IN GETTING YOUR REACTIONS TO THE CHAPTER THAT YOU HAVE JUST COMPLETED. THE INFORMATION WILL HELP US IN REVISING THE MATERIALS SO THAT THEY WILL BE MORE USEFUL TO A.B.E. STUDENTS AND TEACHERS. THE ITEMS CAN BE ANSWERED BY CIRCLING THE NUMBER ON THE SCALE WHICH CORRESPONDS MOST CLOSELY WITH YOUR FEELINGS. FEEL FREE TO ADD ANY ADDITIONAL COMMENTS REGARDING ANY PART OF THE MATERIALS OR THE PILOT STUDY. THANK YOU.

1. Please rate the scope of the materials covered by the chapter.

TOO BROAD				TOO NARROW
5	4	3	2	1

2. Was the information presented in appropriately sized steps for your students?

TOO LARGE				TOO SMALL
5	4	3	2	1

3. My class found the approach taken in the text:

TOO ADVANCED				TOO JUVENILE
5	4	3	2	1

4. Was the reading level appropriate for your students?

TOO HARD				TOO EASY
5	4	3	2	1

5. Were there enough exercises and activities to provide sufficient practice?

MORE THAN ENOUGH				NOT ENOUGH
5	4	3	2	1

6. Did the exercises and activities seem to be helpful for the students?

	VERY HELPFUL				NOT HELPFUL
WRITTEN	5	4	3	2	1
OTHER	5	4	3	2	1

TEACHER QUESTIONNAIRE - continued

7. Do the materials and activities encourage student participation?

ENCOURAGE				DISCOURAGE
5	4	3	2	1

8. How were the activities accepted by your class?

	WELL RECEIVED			POORLY RECEIVED
WRITTEN	5	4	3	2	1
OTHER	5	4	3	2	1

9. Rate the length of this chapter?

TOO LONG				TOO SHORT
5	4	3	2	1

10. How much time was spent on this chapter in class? _____hours

11. Was homework assigned? _____hours

12. Do you feel inservice training would be needed to use this material?

DEFINITELY NEEDED				DEFINITELY NOT NEEDED
5	4	3	2	1

13. Is the information provided in the teacher's manual sufficient for planning the class activities?

SUFFICIENT				INSUFFICIENT
5	4	3	2	1

14. Is the curriculum difficult to use?

EASY				DIFFICULT
5	4	3	2	1

15. Are the suggested supplemental materials hard to get?

IMPOSSIBLE				EASY	DID'T USE ANY
5	4	3	2	1	_____

TEACHER QUESTIONNAIRE - continued

16. Are the suggested materials useful once obtained?

VERY USEFUL				NOT VERY USEFUL
5	4	3	2	1

17. Please give your overall reaction to the materials:

VERY POSITIVE				VERY NEGATIVE
5	4	3	2	1

18. Were there any things that were not covered in the chapter that you feel should have been?_____

_____

PLEASE WRITE ANY ADDITIONAL COMMENTS BELOW.